

Ashgate Croft School

External Contributors Policy

Why do we need an External Contributors policy?

Ashgate Croft School recognises that use of external agencies can enrich and support the curriculum and school ethos. Children and young people often find visitors an informative and interesting element of their learning. We wish to ensure that delivery by external contributors is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

What is the policy?

All staff will complete (adapting where necessary) the attached forms and submit them to the appropriate member of the Leadership Team prior to the visit.

These two sets of forms ensure the following principles are adhered to:

When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them.
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the lesson.
- Where possible and appropriate, pupils are involved in preparatory and follow-up work
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos.
- All external contributors are aware of appropriate school policies.
- The school is fully aware of the external agencies aims and objectives for delivering to the school.
- They are aware of good practice of national and local approaches and support to Personal, Social and Health Education (PSHE).
- All external contributors are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.
- *Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to Criminal Records Bureau (CRB) checks. Given that most external contributors will come to the school infrequently and will not be left in sole charge of pupils, CRB checks will not normally be required. An external contributor who has not had a CRB check should **not** be left in sole charge of a pupil or pupils. In all instances, whether or not the external contributor is CRB-checked, **it is strongly recommended** that a teacher is present in the classroom for the*

whole of each lesson, so that they can maintain responsibility for class discipline and devise follow-up work to reinforce pupils' learning.

DfES Drugs Guidance 2004

CRB checks have now been replaced with Disclosure Barring Service checks (DBS) though the advice given above still stands.

Attached forms

1. Checklist for schools using outside agencies.
2. Checklist for agencies visiting schools
3. Service Level Agreement/Contract

Monitoring and Review

This policy and its implementation will be regularly evaluated by the governing body, and will be formally reviewed as part of the school's development process.

This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

It will be reviewed on a bi-annual basis.

Review date.....

Signed.....Chair of Governors

Date.....

Policy Links

Confidentiality
Safeguarding
Drug Education
Smokefree Policy
PSHE/ Sex and Relationships Education/Drugs Education/CSE

Checklist for schools using external contributors.

External Contributors Name: _____

As this is a comprehensive list there maybe questions that are inappropriate.

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor?	
Does the external contributor complement and not replace teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. confidentiality?	
Are you aware of the external contributors' learning outcomes of the session? ,	
Is the methodology and content appropriate?	
Have group sizes been agreed?	
Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
Is there any thing the teacher should tell the external contributor regarding pupils' needs?	
If team teaching is being used, has the session been appropriately planned?	
Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	
Is pastoral support aware of the planned session?	
Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	

Have you discussed how the visitor is expecting the pupils to engage with them?	
Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Is there any technical equipment needed and is it working?	
Does the outside agency require a special room booking?	
Are all the staff and pupils aware of the arrangements?	
Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
Have you checked the visitors' DBS status if appropriate?	
Have you agreed fees, expenses or the cost of resources?	
Have you filled in a service level agreement?	

NOTE: Involving ex-users in drug education should be considered very carefully. Without sensitive handling they may arouse interest or glamorise drug use or describe experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user.

Checklist for visitors going into schools

Criteria	Notes
Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.	
Reinforce or introduce ground rules for the session.	
Ensure the material is age appropriate and fits into the curriculum.	
Ensure a teacher is present and prepared to actively take part in the session	
Ensure up to date material, resources and data is used.	
Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work	
Be aware of the school values and approaches to confidentiality, disclosure and safeguarding, to ensure that your approach is consistent with that of the school.	
Identify the school contact and who would be the lead for any follow up work.	
Ensure a teacher is available to offer support if required.	
Ensure DBS is up to date if needed and have identification.	

Service Level Agreement and Checklist

Completed by.....for the school
 Designation.....
 Date.....

Completed by.....for the external contributor
 Designation.....
 Date.....

Approved by.....

Designation.....in school management

Date.....

Service Level Agreement Contract

_____ and _____
(Name of School) (Name of external contributor)

Number of sessions planned: (please include date/s and duration of session/s)

The aims and objectives of the session:

The session is for: (school year, parents/carers)

The role of the school: (preparatory and follow up sessions etc)

Technical equipment and room requirements (size of room, layout):

Breakdown of costs: (travel expenses, resources)

All issues raised by checklist agreed: (please tick relevant box)

Yes No

Any other details:

Review of session

Name _____ Signed _____

Designation _____ Date _____